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ABSTRACT

This manual is written for those responsible for staff development in American-sponsored overseas schools (ASOS). Program management for staff development planning is divided into seven categories: (1) mission statement preparation; (2) needs assessment survey; (3) goal statements preparation; (4) staff objectives preparation; (5) activities determination; (6) costing activities; and (7) plan formalization. In each category directions are given for accomplishing the stated goal. Examples of desirable objectives are presented, and charts and worksheets are included in the discussion of the seven major factors to be considered by the project director. (JD)

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A PROCESS MANUAL: STAFF DEVELOPMENT IN AMERICAN-SPONSORED OVERSEAS SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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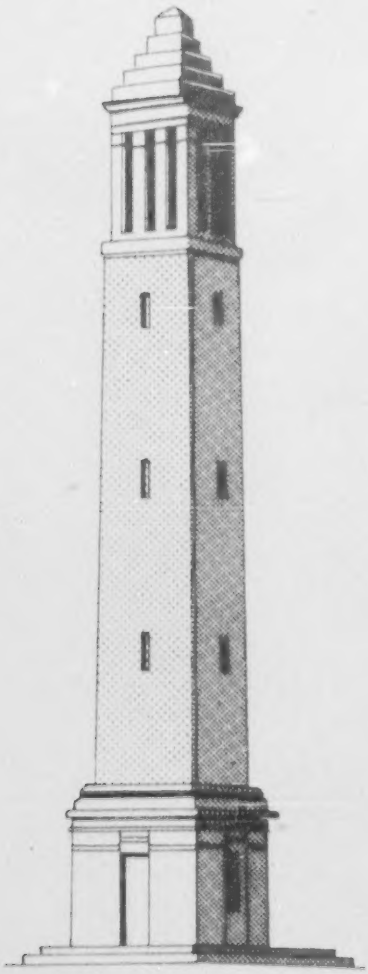

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December, 1977

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FOREWORD

The concept of staff development is as relevant in American-sponsored overseas schools (ASOS) as it is in stateside schools. Indeed, due to higher personnel turnover rates, which occur in many overseas schools, perhaps staff development planning is even more critical in ASOS than in the states.

The Office of Overseas Schools has demonstrated an interest in staff development during recent years in the overseas schools. At least two prior efforts were made to develop a suitable manual for the purpose of assisting the ASOS in staff development planning. This manual was an attempt to utilize the best features of those two efforts as well as to extend the process further.

Carrel M. Anderson
Raymond Schaffer, Jr.
December, 1977

PROGRAM MANAGEMENT

It will be helpful for the project director to devise a plan which will illustrate the sequential steps and time frame for the creation of each segment of the school's staff development program. The mission statement, which serves as a foundation or basic philosophy of the institution, needs to be prepared first. It is from the mission statement that all other segments evolve. The individuals serving on the committee to write the mission statement should be broad based.

The needs assessment survey should be made early in the program. It might be found worthwhile, in some schools, to begin work on this survey even before initiation of the mission statement. Additional needs, which might develop from the mission statement or goals, can be identified later. Personnel responsible for this assignment might also be appropriate to work on activities determination and costing activities.

While Goal writing cannot begin before the mission statement is written the personnel can be chosen and guidelines prepared for them. Goals can be written as soon as parts of the mission statement have been completed. The same is true for the segment on staff objectives. Personnel can be chosen and their orientation arranged anytime before the staff objectives are to be written. This group can begin identifying objectives after the goal writers begin producing them. The project director will probably find it most advantageous for the same group to write the goals and the staff objectives.

There are, most likely, some activities which have been traditionally used in some schools and will continue to be utilized. These activities can be identified early in the program. The group working on activities determination can, therefore, get their work underway soon after the program commences. Their time frame of work will need to be longer because of the necessity of extending this segment beyond the period of objective writing to insure that there will be activities specified for each objective.

Costing activities can be carried out, in some cases, simultaneously with activities determination. It may be assumed, certainly, that some activities would not entail any additional outlay of money. Activity costing would most likely extend beyond the period for activity determination due to the additional time needed for clarification of costs and fund sources.

In summary, it is recommended that three identifiable groups be utilized. One group will be responsible for producing the mission statement. A second group will derive the goals and determine the staff objectives. And a third group will work on needs assessment, activity determination and costing activities. The project director will be responsible to assign staff members to specific tasks, provide working guidelines, establish time criteria and maintain files on collected data and completed segments of the program.

A chart is found on the following page. It indicates the proposed sequence of segments, the relative time period for the initiation of each segment, and the approximate time required for completion.

PROGRAM MANAGEMENT FOR

STAFF DEVELOPMENT PLANNING

MISSION STATEMENT PREPARATION
Development of guidelines, choose participants and notify, arrange meetings and write statement.

NEEDS ASSESSMENT SURVEY
Development of guidelines, choose participants and notify, arrange for meetings, determine instruments, complete survey and analyze.

GOAL STATEMENTS PREPARATION
Development of guidelines, choose participants and notify, arrange for meetings, write and order them.

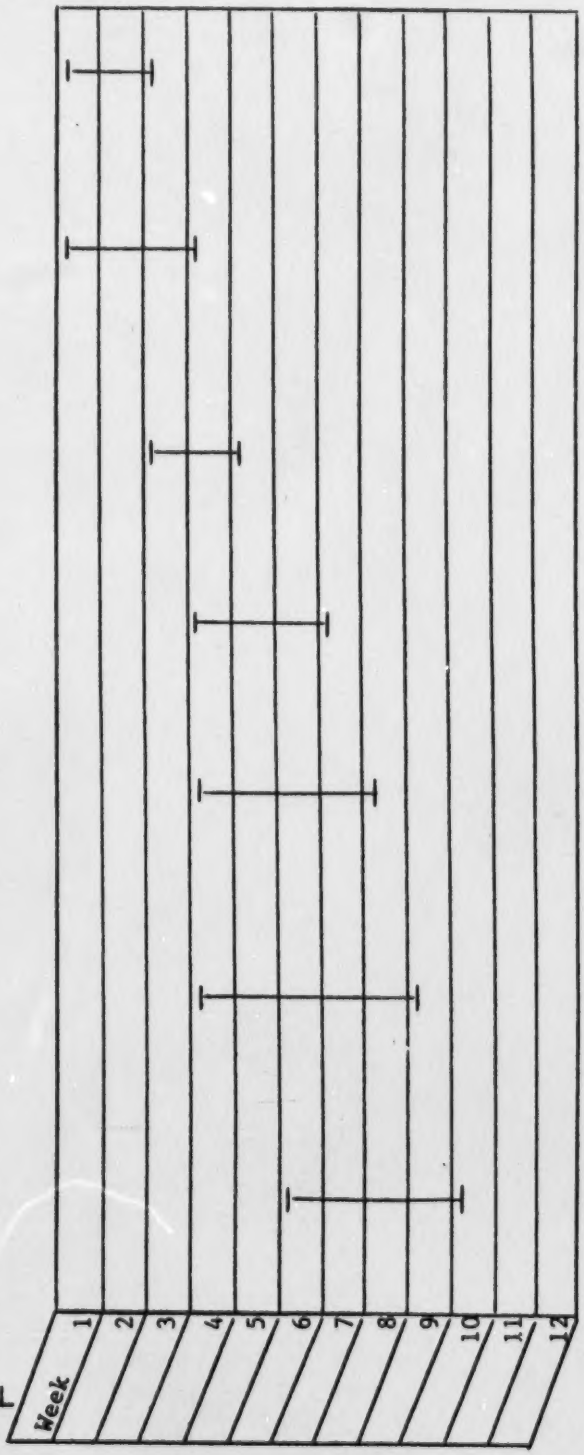
STAFF OBJECTIVES PREPARATION
Development of guidelines, choose participants and notify, arrange for meetings, write and order them.

ACTIVITIES DETERMINATION
Development of guidelines, choose participants and notify, arrange for meetings, choose activities for annual and multi-year plans.

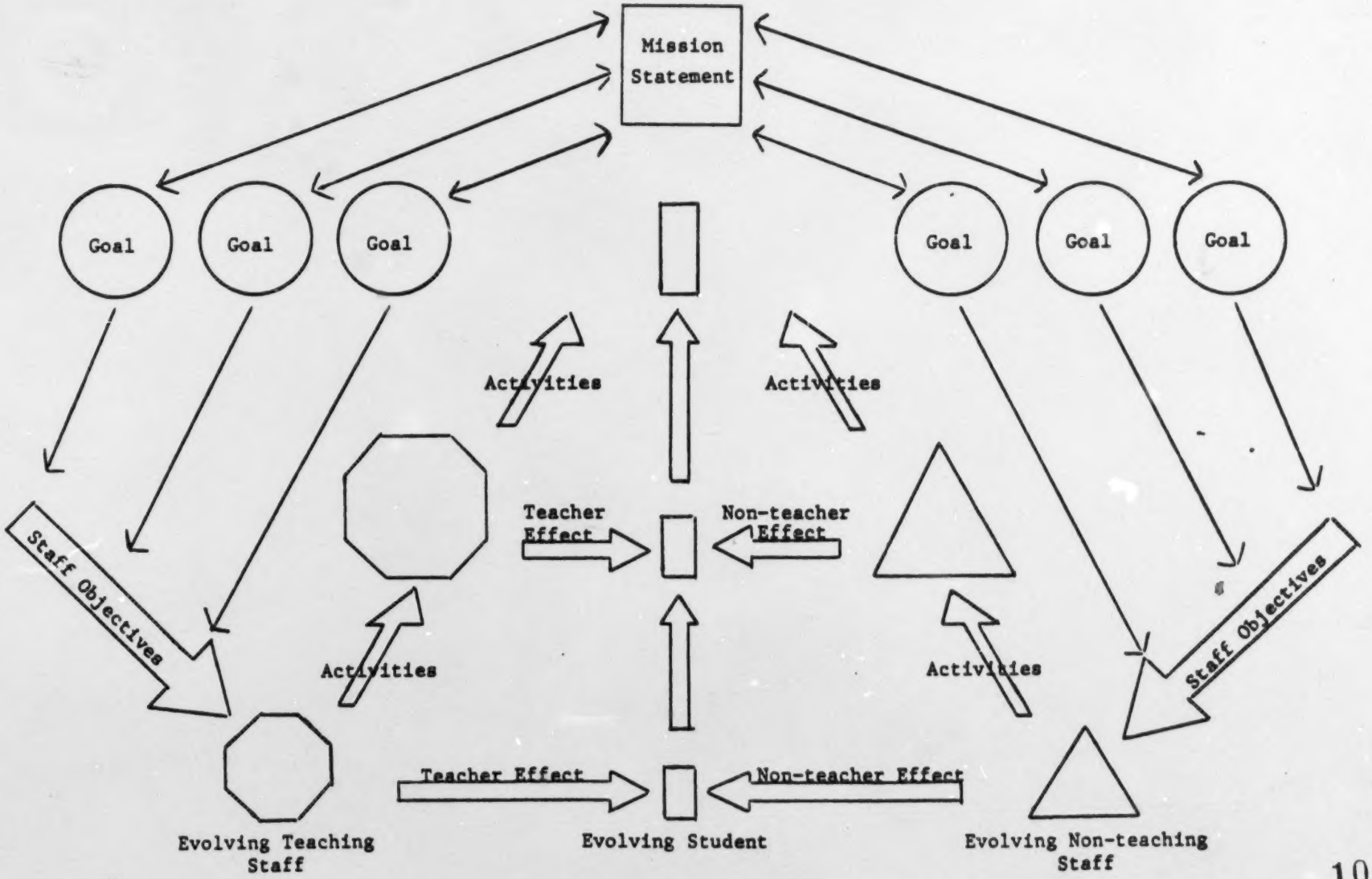
COSTING ACTIVITIES
Development of guidelines, choose participants and notify, arrange for meetings, assign fund sources and amounts.

PLAN FORMALIZATION
Development of guidelines, choose participants and prepare annual and multi-year plans.

TIME PERIOD FOR PREPARATION OF SCHOOL'S STAFF DEVELOPMENT MANUAL



DIAGRAMMATIC REPRESENTATION OF COMPONENTS
OF STAFF DEVELOPMENT AND EXPECTED RESULTS



PREPARATION OF TITLE PAGE

There are certain specific items of information which seem appropriate for a title page for the school's staff development plan. These items might include:

Name of the school
Subject of the document
Time period to be covered
For whom the document was prepared
By whom it was prepared
Consultant involved
Approvals and dates

The following page serves to illustrate a title page utilizing the above suggestions.

Model

Report Title Page

(Name of School) ALPHA BETA INTERNATIONAL SCHOOL

(Subject of report) Staff Development Plan
for
(Time period) Year X to Year X + 4

(For whom prepared) Prepared for the School Board of
Alpha Beta International School

(By whom prepared) Prepared by: Ralph Miller, Project Director
(Consultant) Consultant:

Approved by: _____ _____ _____ _____
(Pres., School Board) (Date) (Director of School) (Date)

(Note: Please turn to following page and draft your title page.)

(Draft Title Page Below)

THE MISSION STATEMENT

Every school should have a clear idea as to what is being done, whom it is being done for and why. A series of written statements may clarify function and purpose. These become the bases for planning programs for today and tomorrow. This is the Mission Statement. This statement is sometimes referred to as the Background, Philosophy or Basic Permise of the school.

A review of the Mission Statements of more than several dozen overseas schools shows that they range from one to ten paragraphs in length. Regardless of length, there are recurring components. They are as follows:

1. The name and founding of the school--by whom and date, etc.
2. Degree of government control--U.S. and host country
3. Religious affiliation--sectarian, unsectarian
4. Who it is serving--nationality (ies), grade range, whether co-ed, etc.
5. Type of education--U.S. national, combination, etc.
6. Type of programs offered--mono-, bi-, or multilingual
7. Cultural emphasis--U.S., bi-cultural, etc.
8. Expectations of program-educational achievement, character development, maturation levels, morality, etc.
9. Methodology and curriculum--modern or traditional, degree of flexibility, etc.
10. Student activities--types of purposes
11. Community role--it might include use of facilities by civic groups, assistance to host country needy, serve as bi-cultural center, etc.

The object is to prepare a Mission Statement that is appropriate and functional for your school. Not all schools would include all of the above components. There might be others which you would like to add.

Several representative Mission Statements follow. They were chosen on the basis of variation in location and scope.

Example 1. The American School of Bucharest, founded in 1962, is a private, non-profit co-educational day school serving the English-speaking community of Bucharest. The school offers a program of studies for levels ranging from kindergarten through Grade 8. The curriculum is primarily American in character and instruction is in English. French is taught as a foreign language. There is no religious instruction.

Example 2. Escola Americana Do Rio De Janeiro is an independent day school founded in 1937 by the American Chamber of Commerce. It is

registered as a non-profit-making organization. It offers co-educational, non-sectarian schooling from kindergarten through high school.

The school is accredited by the Southern Association of Schools and Colleges; it is a member of the National Association of Independent Schools; and of the Association of American Sponsored Binational Schools in South America...Grades I-V in the Lower School are registered as an escola primaria with the Secretaria de Educacao do Estado da Guanabara.

The aim of Escola Americano is to provide sound basic education appropriate for American and other students living in Brazil. All students are taught to understand and appreciate the language and culture of their host country.

Example 3. International School of Manila, founded in 1920 as the American School, is a private, non-sectarian, independent school incorporated under the laws of the Republic of the Philippines as a non-profit, non-stock organization. It is governed by an elected ten member Board of Trustees responsible for information of policy.

Operated and maintained for students of the international community, the curriculum provides English language instruction for college preparation with additional courses to broaden and enrich the program for children of multi-cultural background and experience. The aims of the school have been to establish for students the highest standards of education within the scope of the facilities; to prepare students for entrance into colleges and universities; to develop the intellectual and cultural qualities of each student without neglecting useful and helpful skills; to challenge each student to realize his potential; to meet the unique requirements of individual students; and to maintain high standards and practices based on new developments and discoveries in the various academic disciplines. It is the further intent of the program to assist students of the international community in their transition from and to schools located around the world and the language development program for the teaching of English as a second language is an integral part of instruction.

. . . . .

. . . . .

The school is approved by the Department of Education of the Republic of the Philippines, is accredited by the U.S. Western Association of Schools and Colleges and holds memberships in the U.S. National Association of Independent Schools and the East Asia Regional Council of Overseas Schools. It has qualified for and received grants for educational purposes from the Office of Overseas Schools, U.S. Department of State, and the Asian Development Bank.

Now that you have read a few examples of Mission Statements from other schools it should be noted that other characteristics such as, 1) qualitative rather than quantitative emphasis, 2) present and future anticipated conditions, and 3) a reflection of aspirations that may or may not be met--are usually part of a school philosophy.

The validity of your Mission Statement will be largely determined by the broadness in base of the contributors to it. A committee consisting of school board members, administrators, teachers, other staff members, parents and students would consitute a very broad base.

Keeping the aforementioned suggestions in mind, it is time to make some decisions regarding the criteria for the Mission Statement.

1. Who should be represented in developing the statement?
2. What kind of orientation should they have?
3. When will we have our first meeting?
4. Where will it be?
5. What is the target date for completion?

After your committee has been selected and orientated it is time to begin writing the Mission Statement. Go the following page and begin.

(Draft Mission Statement)

Note: If you school already has developed an acceptable Mission Statement, you may cut and paste or copy it on this sheet.

GOAL STATEMENTS

If your Mission Statement summarized those things that your school is, what it is doing now and what it should be doing in the future, then your goals should not be difficult to determine. Coals spell out more specifically how your school anticipates going about achieving its mission. Goal statements are more qualitative than quantitative in nature; however.

In the last paragraph of the Mission Statement of Escola Americano Do Rio Janeiro it is stated that a function of their school is to, "Provide sound basic education" for their students. An elaboration of these ideas in the form of goals might be: (Please keep in mind that these are only examples).

> To learn that the application of scientific principles is fundamental to normal functioning in the modern world.
>
> To encourage student growth in the development of language skills so that they will be able to communicate effectively in the modern world.
>
> To provide a mathematics program which will meet the requirements of our accrediting association and the needs of our students.

Their school philosophy also says that, "All students are taught to understand and appreciate the language and the culture of their host country." Appropriate goals might be:

> To foster the appreciation for Brazilian cultural values among the international student body.
>
> To promote the understanding of and the ability to communicate in the Brazilian language by school staff and students.
>
> To encourage and demonstrate how school personnel can successfully participate in Brazilian life activities.

A search of current literature shows that there isn't any universally accepted definition or distinction between school goals and objectives. However, the authors have decided to identify the characteristics of goals as used by some contemporary curriculum writers. They are as follows:

1. No quantifiers are found in the makeup of goals.
2. Goals are broad statements; they deal with general areas of growth.

3. The desired growth, as specified in goals, will require a lengthy period of time to accomplish.
4. The aspired outcome will not likely be achieved by everyone concerned.

The characteristics of school objectives, as defined in this manual, are found in the section on staff development objectives. (See page 19)

Before writing the school's goals, more decisions have to be made regarding how the goal writing is to be accomplished.

1. Who will participate in preparing the goals of your school? Will it be all professional staff members or only department heads or department heads getting feedback from personnel in their departments or will it be assigned to grade-level personnel or a combination of the above? Or, have goals been written and approved by the Board, previously?

2. What means and criteria will be provided for guiding goal writing? Would a workshop be needed or can it be accomplished by means of a memorandum that includes the mission statement and examples of goals? Should the elements of the entire staff development plan be explained at this time or should it be restricted to goal writing?

3. When should they begin and what is their expected date of completion? Whatever your decision concerning time it must fall within the alloted time frame you assigned this part of the project.

After these preliminary decisions have been made, regarding who the participants will be and instructions given them, it is time to begin writing the first draft of the school's goals. Please to turn to the following page.

(Draft Goal Statements)

Note: If goals have already been established for your school, you may wish to concern yourself with goals related directly to staff development.

GOAL PRIORITIES

We all aspire to accomplish more tasks than we have the time or ability or resources to do extremely well. Therefore, we establish a set of priorities for these tasks and provide more time, effort, and resources for the ones considered most significant. We arrange them in a hierarchy of relative importance. Schools need to approach their tasks in the same manner. Your next step then is to arrange your goals, once completed, into a sequential order that begins with the highest priority and ends with the lowest.

Looking back to the goals derived from the Mission Statement of Escola Americano Do Rio Janeiro, it might be decided that they be ordered in the following manner:

1. To encourage student growth in the development of language skills so that they will be able to communicate effectively in the modern world.

2. To provide a mathematics program which will meet the requirements of our accrediting association and the needs of our students.

3. To learn that the application of scientific principles is fundamental to normal functioning in the modern world.

4. To foster the appreciation for Brazilian cultural values among the international student body.

5. To encourage and demonstrate how school personnel can successfully participate in Brazilian life activities.

6. To promote the understanding of and the ability to communicate in the Brazilian language by school staff and students.

It is time to make some decisions. Go to the next page and write your established goals in order of importance.

(Priority Order of Goal Statements)

KINDS AND ROLES OF OBJECTIVES

Objectives are written statements which describe either the means by which some end or ends are expected to be achieved or, simply an expected end product. School board members, for example, could create specific kinds of objectives which would pertain to their best achieving sound policy-making decisions. School administrators, also as an example, could create a unique set of objectives which would guide them in improving school management. Teachers too, at times, create behavioral objectives. Behavioral objectives, as used in education, describe the expected outcome of student learning experiences or, an end product. In addition, there are staff development objectives.

Staff development objectives refer to those activities or processes by which it is expected that growth will accrue to all staff members. These objectives are created for the purpose of better attaining school goals through evolving growth patterns of the personnel responsible for achieving goals stemming from the mission statement. In its simplest sense, then, staff development means school personnel growth, and staff development objectives are these statements of activities and processes which tend to produce professional improvement.

Educational objectives infer assumptions. It is assumed that by fulfilling a particular objective that the activity or process involved will contribute to goal achievement: that objective attainment, in other words, leads to goal attainment. It is understandable that stated objectives might or might not lead to goal attainment. Or, that some objectives will be more effective in leading to goal attainment than others. The ideal type of staff development objectives would be ones which are appropriate and likely to achieve goal attainment.

NOTE: Theoretical criteria regarding objective levels, nomenclature, etc., have been avoided for the sake of convenience and clarity.

STAFF DEVELOPMENT OBJECTIVES

Objectives, which are derived from goals, are more narrow than goals. They zero in on specific achievement targets for staff members. They spell out what is going to be accomplished so that goals can be achieved. Other characteristics of these objectives are that they express:

1. A time period--specific date or frequency indicator
2. A quantitative aspect--how many will be involved or who will do it
3. A process--the methodology to initiate change
4. A product--anticipated outcome

In addition, it is customary to have more than one objective for each goal, and on the other hand, one objective may apply to two or more goals.

Writing staff objectives, especially for the inexperienced, is a thought-provoking chore. Do not become discouraged if they do not seem to flow as you initially might think they should. One value of writing down objectives is to clarify what has always been "understood" in your school.

Let's review what is hoped to be accomplished in writing objectives.

Your purpose in writing them: To clarify what staff members will do to accomplish goals of the school.

How to accomplish this end: By providing wider experiences, greater knowledge and better planning among the staff who will be striving for goal achievement. To plan activities which will best facilitate staff development.

Your objectives should include:	A time element	A quan. aspect	A process	A product
Examples of the preceding:	By Sept. 1, 1980, each semester, monthly, etc.	All staff members, 25% of elementary teachers, new staff, etc.	Meeting, workshop, course work, committee, etc.	A review, production, evaluation, completed course, etc.

Let's apply what we now understand about writing staff development objectives to one of our goals.

Goal: 1. To encourage student growth in the development of language skills so that they will be able to communicate effectively in the modern world.

It might be convenient to list the essential criteria first,

	A time element	A quan. aspect	A process	A product
and then develop the specifics.	By Feb. 28, of each school year	Five English teachers	an appointed committee	review of the school's English curriculum

After we have all of the elements its only a matter of putting them together in statement form.

A staff objective: An appointed committee of five English teachers will review the school's English curriculum by February 28, each school year.

Let's show another example, from goal number five this time.

Goal: 5. To encourage and demonstrate how school personnel can successfully participate in Brazilian life activities.

Time (when)	Quantitative (who)	Process (how)	Product (what)
Before start of each new school year	All newly imported staff members	Six hour tour of marketing places	demonstration in local buying techniques

A staff objective: A six hour tour of host city marketing places will be provided for all newly imported staff members before the start of each school year to demonstrate local buying techniques.

Decisions have to be made:

1. Who is going to prepare the objectives?
2. What kind of orientation should these staff members have?
3. In what form should the orientation be, where should it take place and when?
4. When is the starting date for writing objectives?
5. When is the target date for completion?
6. Will there be a review of objectives written?
7. If so, by whom?

After these decisions have been made, it is time to begin writing staff development objectives. Go to the following page and begin.

(Draft Staff Development Objectives)

PRIORITIZING STAFF DEVELOPMENT OBJECTIVES

As in goal writing, after your staff objectives have been written, it will be necessary to order them in terms of priority. A convenient way to maintain control of your priority of objectives, as well as continue to identify goal-objective relationships, is to use the number base already established. For example, again dealing with goal number one, the related objectives might be shown in the following manner:

Goal: 1. To encourage student growth in the development of language skills so that they will be able to communicate effectively in the modern world.

Objectives:

1.1 An appointed committee of five English teachers will review the English curriculum by February 28, each school year.

1.2 All secondary English teachers will share successful teaching techniques by October 1, and February 1, each school year.

1.3 Three-fourths of secondary English teachers will have earned three or more additional credits in their cognitive field by September 1, 1980.

Three things have been done. One is that two additional objectives were created, another is that we have designated priorities and still another is that we instituted a two digit numbering system for objectives. The first digit corresponds to the goal with which an objective is associated and the second digit the priority which we have assigned to that objectives.

More decision making is necessary. Arrange your objectives in order of priority and number them. Working space is provided on the next page.

(Order of Priority for Staff Development Objectives)

NEEDS ASSESSMENT

The sequential preparation of the school's staff development plan requires that the mission statement be completed first. Once completed, the goals are derived from the mission statement and the school's objectives derived from the goals. At this point, then, it becomes necessary to assess what changes or continuations in your school's staff development program are needed to best accomplish the specified objectives.

Some necessary changes might be obvious. For example, suppose a current faculty member neither performed adequately nor was considered capable of improvement. Replacement is a logical answer. This decision need not be part of your formal plan though it would be part of the concept of staff development. On the other hand, future recruitment policy, as a significant factor of staff development, may be included in the formal plan.

In order to determine what activities should be done, to produce an effective staff development program, a needs assessment should be carried out. The activities are those actions and practices through which it is expected that school personnel will be better able to achieve objectives. One or more instruments should be used to assess the needs as perceived by staff members.

The needs assessment survey should lead to the identification of both shortcomings and strengths of the current staff development program. This information would be used to continue or modify current activities by elimination, extension, reduction and/or addition. A needs assessment instrument is included in the appendix. The instrument indicates the kinds of information which may be sought and utilized in staff development planning.

Some decisions must be made.

1. Are needs assessment instruments to be used in developing the school's program for staff development?
2. Who will be responsible for deciding instrument use?
3. Should only the instrument provided in the appendix be used or should additional ones be created?
4. Should we modify the provided instrument to account for the unique conditions of this school?
5. Who will institute the survey, compile the data and summarize it?
6. When are the targeted beginning and completion dates?

ACTIVITIES

Activities are events or happenings which staff members utilize directly to accomplish objectives. Some activities are more appropriate to reach objectives than others. Once it is realized that activities consume some of your resources (personnel, time, money and materials) then it becomes necessary to make wise decisions so that the best utilization of these resources can be made within the framework of staff development.

Frequently used activities include general staff meetings, consultants, special meetings, workshops, institutes or conferences, cultural experiences, visitations, university courses, staff pairings, exchange program, internships, etc. This, of course, is not an exhaustive list of activities that might promote the attainment of your school's staff development objectives. Not all schools would choose all of the same activities each year in their multi-year program.

While most of your school's activities will probably take place in your school setting there are some kinds of opportunities such as workshops, institutes, university course work, exchange program, etc., involving other locations, which should be given serious consideration in your overall plan.

Let's take a closer look at designating activities for particular objectives. We will begin by showing the goal we are working toward and the objectives with which we expect to achieve it.

Goal: 1. To encourage student growth in the development of language skills so that they will be able to communicate effectively in the modern world.

Objective: 1.1 An appointed committee of five English teachers will review the school's English curriculum by February 28, each school year.

Activity: 1.11 committee action for general review which reports to upper, middle, and lower school principals.

Activity: 1.12 by recommending acquisition of publications on English curriculum development

Activity: 1.13 by preparing preliminary report, consultant visitation and post-report on English curriculum

Activity: 1.14 by comparing with surveys made of English curricula in selected U.S. public, private and other overseas schools

Objective: 1.2 All English teachers will share successful teaching techniques by October 1, and February 1, each school year.

Activity: 1.21 by inviting other English teachers to class for demonstrative purposes

Activity: 1.22 by making special presentations to other teachers at grade level or area in meetings

Activity: 1.23 by collecting, reproducing and distributing accepted teaching techniques

These activities, as shown, could have been used to accomplish objectives 1.1 and 1.2. It should be noted that some objectives have "built-in" activities. The built in part in objective 1.1 is that a review will occur. However, this annual review will be in conjunction with input provided by information from activites 1.21, 1.22, and 1.23.

There has been an expansion of the numbering system to include a third digit. The third digit refers to the specific activity.

There are decisions to be made.

1. To what extent, below the administrative level, will activity suggestions be accepted and implemented?
2. How should we determine the effectiveness of existing activities?
3. What will we do to increase the effectiveness of our activities?
4. What kind of cost criteria will be provided for those that determine activities?
5. Who will finally determine activity decision matters?
6. When shall we begin deciding our activities and when is the expected completion date?
7. How will each planned activity be evaluated?

Please turn to the next page and begin writing activities for each staff development objective. Use the numbering system established to maintain the relationship between Goal/Objective/Activity.

(Draft Activities Showing Relationship to Goals/Objectives)

COSTING ACTIVITIES

Schools, like other institutions, have limited resources. It is a worthwhile goal of institutions to get the most possible from their available means. Therefore, the functions of this part of the staff development manual is to provide for cost awareness of activities on one hand and to provide for the planning of budget allowances on the other.

The cost of some activities will not require additional monies. They are already accounted for in the established school budget. For example, meetings which take place within your school either before or after classes are in session and involving only school personnel do not normally require additional payments. The cost of lighting, room use, paper consumed, etc., would not be costed. On the other hand , if paid substitutes for school personnel would be required so that a meeting could be held, this would be costed. If the final cost of an activity cannot be determined accurately, a reasonable estimate is desirable.

Before you begin costing activities it is advisable to consider funding sources. It would be appropriate at this time to identify certain as well as probable fund sources with some kind of code. For example:

key		Fund Source
A	=	General local income
B	=	Endowment income
C	=	AOS funds
D	=	University programs
E	=	PTA pledges
F	=	School-to-School programs
G	=	Other

Advantages are gained by linking activities to fund sources. An accounting is made in terms of a money source for each activity and particular activities may hinge upon whether an expected fund source either materializes or provides enough to do the activity as planned. The above list, of course, should reflect the school's anticipated fund sources.

WORKSHEETS FOR COSTING ACTIVITIES

Two types of worksheets are the annual and long term costing plans. It is appropriate to develop the long term plan of activities first. This will help to determine whether specific activities will be continued throughout the entire planned period, or whether an activity should be phased in or out during the period and when. The advantages for this approach are twofold: 1) the activities can be properly spaced throughout the long term, and 2) incurred expenses can be more evenly distributed throughout the planned period. The long term plan, once completed, would be used to sub-divide the yearly components into the more usable annual worksheet for each given school year.

The annual worksheet specifies activities, indicates anticipated personnel and material costs for each activity and shows the source of monies. The cost for an activity is broken down into the components of personnel and materials and then totaled. This total cost is then shown on the long term plan. Let's take a look at some examples from our model.

In year X, activity 1.11 is not expected to involve added costs so that on both the annual plan and long term plan the word none is written for the place provided for cost. In activity 1.12, the annual worksheet shows a $10.00 cost for personnel (extra secretarial time paid for ordering materials) and a $65.00 allowance for the cost of materials. The cost of this activity will be funded from two sources, the general income fund (A) and pledges from the PTA fund (E). This activity will be temporarily phased out when activity 1.13 is phased in (see worksheet for long term plan). Activity 1.14 was initiated in year X and will continue for three years. In year X the cost will be $50.00. Again we find a $10.00 charge for extra secretarial time required. In addition, there is an estimated $40.00 expense for preparation, reproduction and mailing cost of the questionnaires. The annual report shows that this money will originate from AOS and the sum of $50.00 is shown for activity 1.14 in year X on the projected _____ year plan.

Total activity costs, for that group of activities, are indicated for each page of the annual worksheet. On the long term worksheet, the cost of each series of activities is summarized by year as well as total annual costs for all series on that page.

WORKSHEET FOR COSTING ACTIVITIES
(Projected __ Year Plan)

Goal 1.

Objective 1.1

	Year X (Cost/Fund(s)	Year X + 1 Cost/Fund(s)	Year X + 2 Cost/Fund(s)	Year X + 3 Cost/Fund(s)	Year X + 4 Cost/Fund(s)
Activity 1.11	None	None	None	None	None
Activity 1.12	75.00(A,E)	75.00(A,E)			
Activity 1.13			150.00(A)	500.00(A,C)	100.00(A)
Activity 1.14	50.00(C)	50.00(C)	50.00(C)		
Activity 1.1 Series Cost	125.00	125.00	200.00	500.00	100.00
Objective 1.2					
Activity 1.21	None	None	None	None	None
Activity 1.22	None	None	None	None	
Activity 1.23				25.00(A)	15.00(A)
Activity 1.2 Series Cost	None	None	None	25.00	15.00
	125.00 Year X Cost	125.00 Year X + 1 Cost	200.00 Year X + 2 Cost	525.00 Year X + 3 Cost	115.00 Year X + 4 Cost

30

WORKSHEET FOR COSTING ACTIVITIES
(Projected __ Year Plan)

Goal 1.

Objective 1.1

	Year X (Cost/Fund(s)	Year X + 1 Cost/Fund(s)	Year X + 2 Cost/Fund(s)	Year X + 3 Cost/Fund(s)	Year X + 4 Cost/Fund(s)
Activity 1.11					
Activity 1.12					
Activity 1.13					
Activity 1.14					
Activity 1.1 Series Cost					
Objective 1.2					
Activity 1.21					
Activity 1.22					
Activity 1.23					
Activity 1.2 Series Cost					
	Year X Cost	Year X + 1 Cost	Year X + 2 Cost	Year X + 3 Cost	Year X + 4 Cost

WORKSHEET FOR COSTING ACTIVITIES
(Projected __ Year Plan)

Goal 1.

Objective 1.1

	Year X (Cost/Fund(s)	Year X + 1 Cost/Fund(s)	Year X + 2 Cost/Fund(s)	Year X + 3 Cost/Fund(s)	Year X + 4 Cost/Fund(s)
Activity 1.11					
Activity 1.12					
Activity 1.13					
Activity 1.14					
Activity 1.1 Series Cost					
Objective 1.2					
Activity 1.21					
Activity 1.22					
Activity 1.23					
Activity 1.2 Series Cost					
	Year X Cost	Year X + 1 Cost	Year X + 2 Cost	Year X + 3 Cost	Year X + 4 Cost

WORKSHEET FOR COSTING ACTIVITIES
(Projected __ Year Plan)

Goal 1.

Objective 1.1

	Year X (Cost/Fund(s)	Year X + 1 Cost/Fund(s)	Year X + 2 Cost/Fund(s)	Year X + 3 Cost/Fund(s)	Year X + 4 Cost/Fund(s)
Activity 1.11					
Activity 1.12					
Activity 1.13					
Activity 1.14					
Activity 1.1 Series Cost					
Objective 1.2					
Activity 1.21					
Activity 1.22					
Activity 1.23					
Activity 1.2 Series Cost					
	Year X Cost	Year X + 1 Cost	Year X + 2 Cost	Year X + 3 Cost	Year X + 4 Cost

Personnel costs = wages, salaries, stipends, per diem

WORKSHEET FOR COSTING ACTIVITIES
(Annual)

Material costs = books, correspondence, facilit pub. preparation

Goal: 1. _____

_____

_____

Objective 1.1. _____

_____

Activity 1.11 _____

None (Personnel costs) (Fund source) + None (Material costs) (Fund source) = None (Total cost)

Activity 1.12 _____

_____

_____

$10.00 A (Personnel costs) (Fund source) + $65.00 E (Material costs) (Fund source) = $75.00 (Total cost)

Activity 1.13 _____

_____

_____

Develop Later (Personnel costs) (Fund source) + Develop Later (Material costs) (Fund source) = None (Total cost)

Activity 1.14 _____

$10.00 C (Personnel costs) (Fund source) + $40.00 C (Material costs) (Fund source) = $50.00 (Total cost)

It is highly probable that the cost of some activities, especially ones projected for future years, will not be known at planning time. These activities can be costed by using the letters u.a.p. (unknown at present).

Page 1. Total Activity Cost $125.00

Personnel costs = wages, salaries, stipends, per diem

WORKSHEET FOR COSTING ACTIVITIES
(Annual)

Material costs = books, correspondence, facilit pub. preparation

Goal: 1. _____

_____

_____

Objective 1.1. _____

_____

Activity 1.11 _____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

Activity 1.12 _____

_____

_____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

Activity 1.13 _____

_____

_____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

Activity 1.14 _____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

It is highly probable that the cost of some activities, especially ones projected for future years, will not be known at planning time. These activities can be costed by using the letters u.a.p. (unknown at present).

Page 1. Total Activity Cost _____

Personnel costs = wages, salaries, stipends, per diem

WORKSHEET FOR COSTING ACTIVITIES
(Annual)

Material costs = books, correspondence, facilit pub. preparation

Goal: 1. _____

_____

_____

Objective 1.1. _____

_____

Activity 1.11 _____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

Activity 1.12 _____

_____

_____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

Activity 1.13 _____

_____

_____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

Activity 1.14 _____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

It is highly probable that the cost of some activities, especially ones projected for future years, will not be known at planning time. These activities can be costed by using the letters u.a.p. (unknown at present).

Page 1. Total Activity Cost _____

Personnel costs = wages, salaries, stipends, per diem

WORKSHEET FOR COSTING ACTIVITIES
(Annual)

Material costs = books, correspondence, facilit pub. preparation

Goal: 1. _____

_____

_____

Objective 1.1. _____

_____

Activity 1.11 _____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

Activity 1.12 _____

_____

_____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

Activity 1.13 _____

_____

_____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

Activity 1.14 _____

(Personnel costs) (Fund source) + (Material costs) (Fund source) = (Total cost)

It is highly probable that the cost of some activities, especially ones projected for future years, will not be known at planning time. These activities can be costed by using the letters u.a.p. (unknown at present).

Page 1. Total Activity Cost _____

The presented criteria for this model of costing is by no means exclusive of other possible criteria. A school might, for example, want to reflect a cost for every activity to satisfy the needs of some internal and/or external reporting. If that is the case, by using activity 1.11 as a specific example, a cost can be demonstrated by using the following formula:

1 School year = 180 days = 180 days/1 X 7 hours/day = 1,260 hrs./staff member

No. of participants X [annual average salary + (employee benefits)] X part of school year devoted to activity = personnel costs

$$5 \text{ English teachers } X\left[\$7{,}000.00 + \$1{,}000.00\right] X \frac{60 \text{ hours (time used)}}{6{,}300 \text{ hrs. (five school years)}} = \text{p.c}$$

5 X \$8,000.00 X .009 = \$360.00

If this model is used then activity 1.11 would reflect a cost of \$360.00 for personnel on the annual report and the same amount on each of the yearly costs on the projected X year plan. Modification of this general formula could be made to reflect differences in day length, numbers of days in a school year, etc.

EVALUATION CRITERIA

A procedure needs to be developed to determine whether the activities, projected in the long term and annual plans have been performed and their degree of effectiveness. This course of action serves as a control for record-keeping purposes as to whether the activities have been attained in full, in part, or not at all. It can also be used to help determine whether specific activities should be continued,modified, or discontinued.

There are three types of evaluation that need to be made. One type will indicate whether the proposed activity has been done or not and then the extent to which it has been accomplished. A short statement of degree of completion is all that is needed (see evaluation summary).

A second type of evaluation should reflect any change in the attitude or performance of staff members. The input for this evaluation can be the results of a questionnaire completed by staff members or administrative and supervisory opinions as to staff receptiveness and response. This evaluation could be either a subjective or an objective one. The object is to devise a concise statement of staff opinion as to the effectiveness of each specific activity (see evaluation summary).

A third type of evaluation would center on any changes in student attitude and/or performance by the end of each school year. The data for this evaluation can come from standardized test scores, noticable changes in student attitude or overall performance. Again, it would be appropriate to evaluate the activity by either an objective or subjective statement.

EVALUATION SUMMARY
(Annual In-School Report)
For _____
Year

Goal: 1. To encourage student growth in the development of language skills so that they will be able to communicate effectively in the modern world.

Objective: 1.1 An appointed committee of five lower, middle, and upper school English teachers will review the school's English curriculum by February 28, each school year. Evaluation: Yes, met as planned.

Activity Number	Activity Description	Activity Completion	Change in Staff Attitude/Perform.	Change in Student Attitude/Perform.
Act. 1.11	committee action for general review which reports to upper, middle, and lower school principals.	Yes, met as scheduled	Considered a positive approach	No change
Act. 1.12	by recommending acquisition of publications on English curriculum development.	Yes, recommendations were made	General passive attitude	No change
Act. 1.13	by preparing preliminary report, consultant visitation and post-report on English curriculum.	Develop later	Develop later	Develop later
Act. 1.14	by comparing with surveys made of English curricula in selected U.S. public, private and other overseas schools.	Partially, one-half correspondents didn't reply	A great deal of interest	Greater interest shown
Objective: 1.21	All English teachers will share successful teaching techniques by October 1, February 1, each school year. Evaluation: Yes, teaching techniques were shared.			
Act. 1.21	by inviting other English teachers	Yes, took place as scheduled	A popular activity	Greater interest shown
Act. 1.22	by making special presentations to other teachers at grade level or area in meetings.	Develop later	Develop later	Develop later

EVALUATION SUMMARY

For School Year _____

Goal:

Objective:

Activity Number	Activity Description	Activity Completion	Change in staff attitude/perform.	Change in Student attitude/perform.

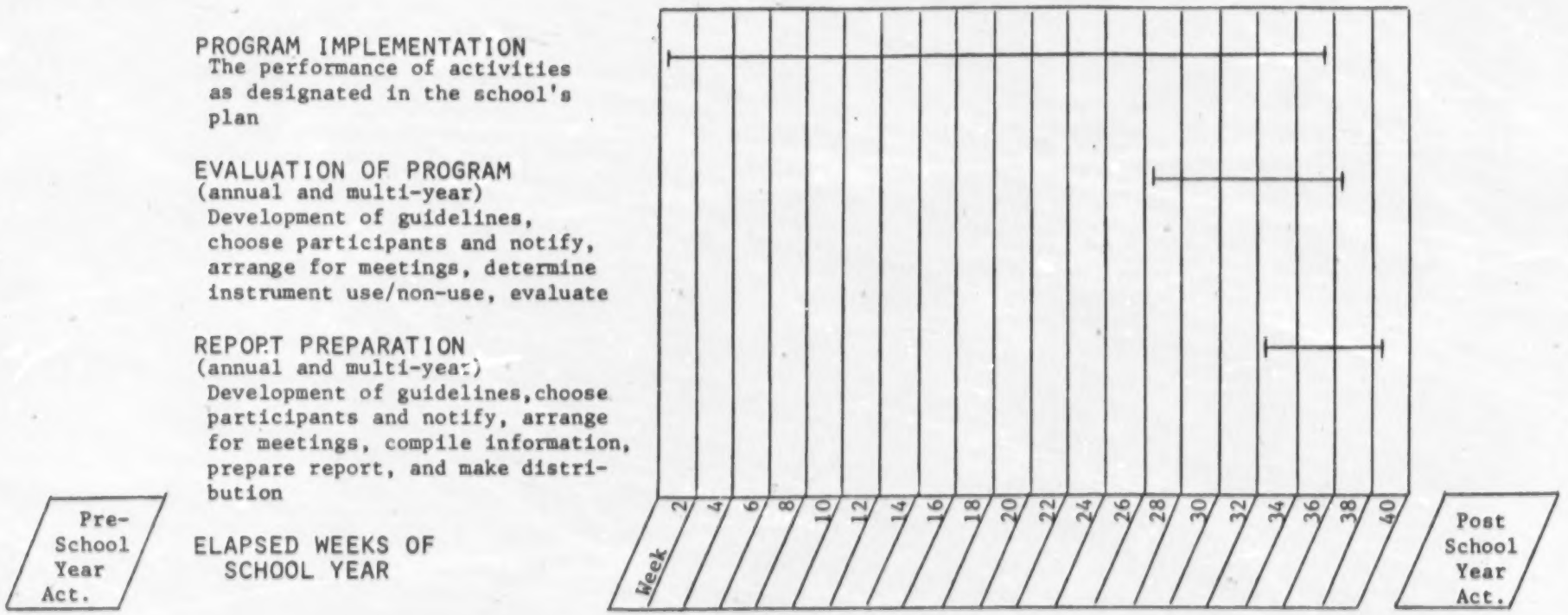
MODEL SCHEDULE FOR STAFF DEVELOPMENT

PROGRAM IMPLEMENTATION AND EVALUATION

PROGRAM IMPLEMENTATION
The performance of activities as designated in the school's plan

EVALUATION OF PROGRAM
(annual and multi-year)
Development of guidelines, choose participants and notify, arrange for meetings, determine instrument use/non-use, evaluate

REPORT PREPARATION
(annual and multi-year)
Development of guidelines, choose participants and notify, arrange for meetings, compile information, prepare report, and make distribution



ALPHA BETA INTERNATIONAL SCHOOL

Needs Assessment Survey School Year _____

Classification (circle one)

Administrator Counseling/guidance
Supervisor Librarian
Teacher Other (specify) _____

Number of years at this school (include current year) _____

Level (circle one)

Elementary Junior High
Middle School High School

Category (circle one)

Local hire import

Purpose: The purpose of this questionnaire is to help determine the priorities of school needs as perceived by the opinion of staff members.

Directions: Please circle the appropriate letter, A through F, that indicates the degree of need for this activity. If there is a need, then indicate the means by which this need can best be accomplished by circling the proper letter, S through Z.

Need Degree:

A. Very great need
B. Great need
C. Needed
D. Litttle Need
E. No need
F. No opinion

S. Individual-internship, teacher exchange, conferences, plan for development
T. Group training-workshops, institutes, seminars, by consultants
U. Studies-research, comparative, independent and group
V. Meetings-all staff, subject matter, grade, area and committee
W. Misc. inservice-field trips, lectures, demonstrations and visitations
X. Off-site visitations, travel and leave of absense for prof. growth
Y. Host country experience-cultural, community work and educational institutions
Z. University credit course work-on school site or off school site

I. This first set of ten questions is concerned with the needs, as you perceive them, of Alpha Beta International School.

1. Development of a bi-lingual teaching staff.
   Need: A B C D E F Means implementation: S U V W X Y Z

2. Understanding and dealing with community characteristics:
   Need: A B C D E F Means implementation: S U V W X Y Z

3. A program of multi-ethnic and/or cross-cultural education.
   Need: A B C D E F Means implementation: S U V W X Y Z

4. Comprehensive, school-wide curriculum planning.
   Need: A B C D E F Means implementation: S U V W X Y Z

Need Degree:

A. Very great need
B. Great need
C. Needed
D. Little need
E. No need
F. No opinion

Means Implementation:

S. Individual-
T. Group training-
U. Studies-
V. Meetings
W. Misc. inservice-
X. Off site-
Y. Host country experience-
Z. University credit course work-

5. Revising curriculum guides to meet community characteristics:
Need: A B C D E F Means implementation: S U V W X Y Z

6. Sharing teaching methods and techniques by staff members.
Need: A B C D E F Means implementation: S U V W X Y Z

7. Identification and remediation of student learning disabilities.
Need: A B C D E F Means implementation: S U V W X Y Z

8. Sequence of developmental reading for students.
Need: A B C D E F Means implementation: S U V W X Y Z

9. Writing and using measurable performance objectives.
Need: A B C D E F Means implementation: S U V W X Y Z

10. Integrating career education in the school's curriculum.
Need: A B C D E F Means implementation: S U V W X Y Z

II. This set of twenty two questions is concerned with your personal needs as a staff member of Alpha Beta International School.

11. More training in your grade level of subject matter field.
Need: A B C D E F Means implementation: S U V W X Y Z

12. Teaching critical thinking skills to students.
Need: A B C D E F Means implementation: S U V W X Y Z

13. Designing independent study projects for students.
Need: A B C D E F Means implementation: S U V W X Y Z

14. Improved teaching methods in your field.
Need: A B C D E F Means implementation: S U V W X Y Z

15. Techniques of evaluating learning by students.
Need: A B C D E F Means implementation: S U V W X Y Z

16. Selection and use of audiovisual and other instructional media.
Need: A B C D E F Means implementation: S U V W X Y Z

17. Learning and behavior/discipline in the classroom.
Need: A B C D E F Means implementation: S U V W X Y Z

18. Involving the pupil in theteaching/learning process.
Need: A B C D E F Means implementation: S U V W X Y Z

Need Degree:

A. Very great need
B. Great need
C. Needed
D. Little need
E. No need
F. No opinion

Means Implementation:

S. Individual-
T. Group training-
U. Studies-
V. Meetings-
W. Misc. inservice-
X. Off site-
Y. Host country experience
Z. University credit course work

19. Techniques of teaching talented and gifted students.
Need: A B C D E F Means implementation: S T U V W X Y Z

20. Training pupils to tutor other pupils.
Need: A B C D E F Means implementation: S T U V W X Y Z

21. Techniques of teaching slow children.
Need: A B C D E F Means implementation: S T U V W X Y Z

22. Reading in content areas by students.
Need: A B C D E F Means implementation: S T U V W X Y Z

23. Classroom management.
Need: A B C D E F Means implementation: S T U V W X Y Z

24. Personal professional development planning.
Need: A B C D E F Means implementation: S T U V W X Y Z

25. Decision-making and problem-solving processes.
Need: A B C D E F Means implementation: S T U V W X Y Z

26. Use of school library facilities and planning.
Need: A B C D E F Means implementation: S T U V W X Y Z

27. Development of teacher-made instructional materials.
Need: A B C D E F Means implementation: S T U V W X Y Z

28. Production and use of individualized teaching/learning materials.
Need: A B C D E F Means implementation: S T U V W X Y Z

29. Using effective motivational strageties in the classroom.
Need: A B C D E F Means implementation: S T U V W X Y Z

30. Knowledge of current research pertaining in the teaching/learning process.
Need: A B C D E F Means implementation: S T U V W X Y Z

31. Providing for multi-level learning activities in the classroom.
Need: A B C D E F Means implementation: S T U V W X Y Z

32. Development of counseling and guidance techniques.
Need: A B C D E F Means implementation: S T U V W X Y Z